



UNIVERSITY OF  
SASKATCHEWAN

**Occupational Health and Safety Handbook,  
Job Safety Analysis (JSA) and  
Standard Operating Procedures (SOPs) for:**

**College of Pharmacy & Nutrition  
Food Labs**

**Room: 2B58 & 2B64**

**Laboratory Activities**

*December 2021*

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## Our President's Safety Message

# LEARN, PLAY AND WORK. SAFELY

The University of Saskatchewan is committed to creating and maintaining a healthy, safe and secure work and study environment. This includes the prevention of workplace injuries and illnesses.

In 2010, the university became a partner in occupational injury prevention by signing the Saskatchewan Health & Safety Leadership Charter and by adopting *Mission: Zero*. It is our pledge to reduce workplace injuries. As a place of discovery and home to a global community of students, faculty, staff, researchers and visitors, we are steadfast in promoting a culture of safety on our campuses.



Continuous improvement in workplace safety is up to all of us. A healthy work and learning environment is a principle that guides us—in our classrooms, laboratories, offices, buildings, workshops and facilities.

The university strives for a safe and healthy campus environment by providing the proper equipment, training, services and support. Through proactive risk reduction practices and policies, we will ensure that all members of the university community are accountable for workplace health, safety and environment management.

Workplace injuries are often predictable and preventable. As a campus community, we share a responsibility to ensure a safe learning and work environment. At the end of the day, we want everyone to be able to go home safely.

A handwritten signature in black ink, appearing to read "Peter Stoicheff".

**Peter Stoicheff**  
President and Vice-Chancellor



## Occupational Health and Safety General Information

### WORKING SAFELY

The University of Saskatchewan is committed to preventing injuries and providing a safe workplace. Personnel should use the written procedures in this manual, participate in job training, maintain regular communication, conduct regular workplace inspections and know local emergency response plans (ERPs) in an effort to work safely and maintain a safe and healthful work environment. Ask questions before doing work you do not know how to do safely.

### OBSERVING SAFETY WARNING SIGNS AND SYMBOLS

All personnel shall observe and respect safety warning signs and symbols found in the workplace. If any staff member encounters an unfamiliar or illegible safety warning sign or symbol, or needs assistance in interpreting any safety warning, first inform local supervisor, and if necessary call USask Safety Resources <https://paws5.usask.ca/#safety> or at 306-966-4675 for immediate assistance.

### REPORTING INJURIES, NEAR MISSES AND HAZARDS

All University personnel are to report any and all work-related injuries, any unexpected workplace hazards, all emergency situations, any property damage, and near misses to their supervisor as soon as possible.

To report injuries, first notify your supervisor immediately and also contact Safety Resources at the number above or at: <https://paws5.usask.ca/#safety>

Or, <https://usaskca1.sharepoint.com/sites/srdl/SitePages/Incident-Management.aspx>

### ACKNOWLEDGING RECEIPT AND ORIENTATION TO THIS MATERIAL

It is the employer's responsibility to inform all employees about their rights and responsibilities under occupational health and safety legislation. All personnel are expected to acknowledge that they received this and related health and safety training and information.

#### STEPS FOR REPORTING WORKPLACE INJURIES AND INCIDENTS:

1. **Seek any required medical treatment, immediately.**
2. **If you are injured, verbally inform your supervisor as soon as possible.**
3. As soon as possible (same day as injury if possible), complete the online **Report an Incident form** at:  
<https://usaskca1.sharepoint.com/sites/srdl/SitePages/Incident-Management.aspx>
4. Maintain ongoing communication with supervisor and Safety Resources WCB team regarding follow up and participation in individual Return to Work Plans for accommodating the injured worker, this helps ensure a safe and timely return to regular work duties.

## USAFE – EMERGENCY NOTIFICATIONS

To find out more and download the USafe app visit:

<http://www.usask.ca/protectiveservices/>

## Legislation and Regulations

This section outlines the laws and regulations relevant to workplace health and safety across the university.

The following legislation applies to all workplaces in the province, including all university colleges, departments, contractors and suppliers. While OHS regulations are easily perceived as relevant in an industrial setting, the intent and standards in provincial OHS law must be interpreted and suitably applied to our educational and research based institutional learning environment, including all of the services and activities supporting all primary functions.

### SASKATCHEWAN EMPLOYMENT ACT (SEA)

Part III of the Saskatchewan Employment Act (2013) is the occupational health and safety legislation detailing **performance standards** governing worker health and safety for all workplaces in the province; the SEA replaces the Occupational Health and Safety Act (1993). There are many legal responsibilities including:

- General duties of employers, employees, contractors and suppliers
- Powers and functions of the OHS Division in the Provincial Ministry of Labour Relations and Workplace Safety
- Offences, enforcement, and penalties

### SASKATCHEWAN OCCUPATIONAL HEALTH AND SAFETY (SOHS) REGULATIONS

The current SOHS regulations were established in 1996, and were last amended in April 2021. They are the regulatory requirements and **procedural standards** to achieve in order to be in compliance with the Part III of the Saskatchewan Employment Act. There are many specific regulatory responsibilities (nearly 500 sections) in the SOHS regulations including:

- More specific duties of employers, employees, contractors and suppliers
- Supervision and training of workers
- General health requirements
- First aid requirements
- Personal protective equipment (PPE) requirements
- Fall prevention requirements
- Use of controlled products or chemicals (WHMIS 2015)
- Electrical safety and lockouts
- Additional protection for healthcare workers

#### ADDITIONAL LEGISLATIVE INFORMATION

Also refer to the provincial government of Saskatchewan **Ministry of Labour Relations and Workplace Safety** website for more information:

<https://www.saskatchewan.ca/government/government-structure/ministries/labour-relations-and-workplace-safety>

## How Occupational Health and Safety Legislation Affects You

### YOUR BASIC THREE LEGAL OHS RIGHTS

All workers have three basic legal rights entrenched and balanced in provincial occupational health and safety legislation. Employees, supervisors and employers have the responsibility to work together to ensure the following rights are upheld in an effort to prevent worker illness or injury:

- 1) To **KNOW**: means personnel must be trained to safely and properly perform their job activities, to proactively recognize hazards related to the job, and have the means to effectively control these hazards.
- 2) To **PARTICIPATE**: means personnel can always ask questions, raise concerns and provide suggestions with respect to maintaining a safe and healthful workplace environment, as well as participate on safety committees.
- 3) To **REFUSE**: means personnel can refuse (and have the responsibility to refuse) to conduct any job tasks they feel would be unusually dangerous to themselves or others. A worker must inform their supervisor that they feel the job task poses an unacceptable risk to themselves or others, and explain their concerns.

### YOUR BASIC LEGAL OHS RESPONSIBILITIES

All employees also have legal duties and responsibilities entrenched in provincial occupational health and safety legislation, which are detailed here:

In the **Saskatchewan Employment Act**, Part III, Section 3-10, every worker while at work shall:

- a) Take reasonable care to protect his or her health and safety and the health and safety of other workers who may be affected by his or her acts or omissions;
- b) Refrain from causing or participating in harassment of another worker;
- c) Co-operate with others exercising their legal duties imposed by the Part or regulations;
- d) Comply with this Part and the regulations made pursuant to this Part.

In the **SOHS Regulations**, Section 13 stipulates that all workers shall:

- a) Use the safeguards, safety appliances and personal protective equipment provided in accordance with these regulations, and the Act; and
- b) Follow the safe work practices and procedures required by or developed pursuant to these regulations, and the Act.

### GENERAL DUTIES OF SUPERVISORS

In the **Saskatchewan Employment Act**, Part III, Section 3-9, every supervisor shall:

- a) Ensure, insofar as is reasonably practicable, the health and safety at work of all workers who work under the supervisor's direct supervision and direction;
- b) Ensure that workers under the supervisor's direct supervision and direction comply with this Part and the regulations made pursuant to this Part;
- c) Ensure, insofar as is reasonably practicable, that all workers under the supervisor's direct supervision and direction are not exposed to harassment at the place of employment;

- d) Cooperate with any other person exercising a duty imposed by this Part or the regulations made pursuant to this Part; and
- e) Comply with this Part and the regulations made pursuant to this Part.

### EMPLOYERS' BASIC LEGAL OHS RESPONSIBILITIES (GENERALLY)

Employers have many legal duties and responsibilities in provincial occupational health and safety legislation, which are summarized here:

- To ensure, insofar as is reasonably practicable, the health, safety and welfare of all employees
- To consult and co-operate with any occupational health committee, with the purpose of resolving concerns of health, safety and welfare
- To report any serious injury or dangerous occurrence to the provincial OHS Division
- To ensure reasonably practicable maintenance of work systems and work environments to ensure the health, safety and welfare of all employees
- Have arrangements for the safe use, handling, storage and transport of materials and substances in the workplace
- The provision of appropriate training, supervision and information to protect the health, safety and welfare of employees
- To ensure a safe means of entrance and exit from all work areas

If you have any health or safety concerns relating to your work it is important that you first talk to your direct supervisor.

## The University of Saskatchewan Workplace Responsibility System

**Everyone** in the workplace is responsible for workplace safety, both legally and morally.

The University Workplace Responsibility System (WRS) outlines and details both general and specific OHS responsibilities for all operational groups on campus. The following are the duties and responsibilities for employees and supervisors as outlined in the University of Saskatchewan WRS policy.

### DUTIES OF ALL UNIVERSITY OF SASKATCHEWAN EMPLOYEES

(Including all supervisors, and regardless of union affiliation)

- Comply with HSE laws, University policies, rules, procedures (Standard Operating Procedures and Job Safety Analyses) and codes of practice for performing work in a safe and healthful manner;
- Take an active role in protecting and promoting occupational health and safety;
- Refrain from activities or omissions that may jeopardize the health and safety of others;
- Take an active role in fulfilling the requirements of applicable health, safety and environmental protection programs with a view to fulfilling the intent of the HSE Policy;<sup>1</sup>
- Report to supervisor any hazards or lapses in the Safety Management System.

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<sup>1</sup> To read the University HSE Policy go to: [http://www.usask.ca/university\\_secretary/policies/health/3\\_01.php](http://www.usask.ca/university_secretary/policies/health/3_01.php)

## SUPERVISORS' ADDITIONAL DUTIES

(Including all managers, directors and deans)

- Provide leadership and direction in protecting and promoting the health and safety of those persons reporting to the supervisor, including employees and students;
- Providing competent supervision and ensuring all persons under their supervision receive applicable safety training<sup>2</sup> and ready access to Standard Operating Procedures (SOPs) and Job Safety Analyses (JSAs);
- Take immediate action to correct any substandard workplace conditions;
- Fulfill the role of supervisor as outlined here, and as outlined in section 17 of the Saskatchewan Occupational Health and Safety Regulations.

## Job Safety Analysis and Standard Operating Procedures

### JOB SAFETY ANALYSIS

A **Job Safety Analysis** (JSA) is used to identify the health and safety hazards associated with work activities performed by members of functional work units; and to outline the appropriate practices and procedures for managing and mitigating any potential hazards before, during and after the undertaking of work activities. The JSA outlines job activities, the related hazards and the hazard controls used to maintain a safe and healthful work environment.

### STANDARD OPERATING PROCEDURES

Many work units will also have locally specific **Standard Operating Procedures** (SOP) which detail expected and approved steps to complete a work task, or set of tasks. Typically a standard operating procedure is written to explain steps of a job task in chronological order. SOPs will be held locally for use in on-the-job training and for regular reference.

Please refer to applicable Job Safety Analyses and general Standard Operating Procedures (combined below) and always have appropriate/required training in place when conducting your work. Always discuss any questions you have with your supervisor prior to undertaking potentially hazardous work.

Any university personnel and students working in affiliated agencies across the province are expected to follow JSA/SOP and regular safe work practices in place within those places of employment. If there are any questions relating to these safe work procedure please speak to the local supervisor prior to engaging in potentially hazardous work or if you have any questions about expectations relating to working safely.

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<sup>2</sup> Section 19 in the SOHS regulations outlines responsibilities for providing employee training.

**Major Equipment Inventory for****Food Research Lab: Health Science Building (HSc 2B58) and****Food Lab: Health Science Building (HSc 2B64)**

<b>Item &amp; Location</b>
<b>Garland Oven- Model S686 Sentry Series Electric Restaurant Range</b> 2B64 2B58
<b>InSinkErator SS- 100 &amp; Aquasaver Disposer Control Centre AS-101</b> 2B64 2B58 2B58.1
<b>Hobart Dishwasher CL44e</b> 2B58.1
<b>Goslyn Grease Recovery Device Model No. HTR-GOS40 (10 GPM)</b> 2B58.1
<b>Cold Storage Facilities:</b> Walk-in cooler/freezer (2B62.3) -80 Freezer (get the name) (2B58) Glass Door Refrigerator (2B58)
<b>Hoshizaki America, INC Ice Machine (2B58)</b>
<b>Hobart mixer (2B58)</b>
<b>Combi-oven (2B58)</b>
<b>Steam kettle (2B58)</b>
Other:

## Job Safety Analysis/Standard Operating Procedures

**College:** Pharmacy and Nutrition

**Units:** All Personnel, All Locations

**Job Activities:** Research, Special Events & Teaching Activities

**Locations:**

- **Saskatoon Main Campus: HSc 2B58 and HSc 2B63**

**College/Department Primary Contact Phone Number:** Main College office: 306-966-6327

**Relevant OHS Legislation Relating to the Following JSA:**

1. Saskatchewan Employment Act (2017), Part III
2. Saskatchewan Occupational Health and Safety Regulations (1996, 2021)
3. Federal Legislation – Bill C-45 (2004, for supervisors, Sections 22.1, 22.2 & 217.1 of the CCC)

This **Job Safety Analysis** (JSA) outlines job-specific activities, known related hazards together with hazard control measures used to help maintain a safe and healthful work environment for each functional work group.

**Standard Operating Procedures** (SOP) shall be developed for ongoing research projects, special events and teaching activities; SOPs for common activities/equipment are combined in the JSA

**Supervisors** must observe practical demonstration that employees are technically competent and safe in the completion of job activities; any observation of sub-standard acts or conditions that increase risk of injury or illness to personnel or others requires immediate and documented follow up training relating to the specific tasks.

**Risk Assessment Codes for JSA/SOPs** (Related Hazards column) outline the degree of risk from a qualified assessment of the probability and potential severity related to the workplace hazard:

- Red** – Red text is a High Risk Hazard                      **A** – Acute consequence from injury  
**Orange** – Orange text is a Moderate Risk Hazard      **C** – Chronic consequence from exposure  
**Dark Blue** – Blue text is identified as a Low Risk Hazard

**Table of Recent Reviews and Revisions:**

REVISION DATE (DD-MM-YYYY)	VERSION	AUTHOR OR REVIEWER	CHANGES MADE
30-05-2011	2.0	P. Hauser	Review and revision for version 2.0
21-07-2011	2.0	P. Hauser	Review and revision for version 2.0, removal of two appendices to make standalone documents
09-02-2016	2.1	P. Hauser	Revise JSA and Safety Handbook to reflect current legislation and university services
21-08-2017	3.0	P. Hauser	Update name, number and links throughout the document. Add the President's Safe Campus Message
21-11-2021	3.1	P. Hauser & C. Langdon	Update links and contact information; formatting

**Revision Frequency: At least every three years**

## Job Safety Analysis/SOPs for 2B64 & 2B58

Job Activities	Related Hazards	Hazard Controls & SOPs
<b>1. Interacting with Students, Suppliers, and the Public:</b>		
	<ul style="list-style-type: none"> <li>•</li> </ul>	<ul style="list-style-type: none"> <li>• Report suspicious activities or persons or you feel there is a threat of violence to Protective Services at 966-5555 and/or call 911.               <ul style="list-style-type: none"> <li>• Refer to the University Violence Policy: Details are available at <a href="https://paws5.usask.ca/#safety">https://paws5.usask.ca/#safety</a></li> </ul> </li> <li>• If harassed on the telephone or in person, report to your supervisor and refer to the <a href="#">Harassment Policy and Procedure</a>.</li> <li>• Use <b>Safewalk</b> service if you feel insecure when walking around campus after work hours: <a href="http://www.ussu.ca/safewalk/index.shtml">http://www.ussu.ca/safewalk/index.shtml</a></li> </ul>
	<ul style="list-style-type: none"> <li>• <b>Physical exposure to person having a medical incident or emergency</b></li> </ul>	<ul style="list-style-type: none"> <li>• If someone has a medical emergency, follow First Aid procedures appropriate for the situation and call Protective Services (306-966-5555) and Emergency Medical Services at 911 as necessary</li> </ul>
<b>Special Circumstances:</b> <ul style="list-style-type: none"> <li>• Working alone</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Lack of assistance should an emergency arise</b></li> </ul>	<ul style="list-style-type: none"> <li>• Use caution and notify someone if you are working alone after normal working hours. Refer to the <a href="#">Working Alone Policy Procedures</a> for further details; <b>NEW LINK BELOW</b></li> <li>• Refer to Appendix 1 for guidelines on working alone</li> <li>• Contact person on a regular basis and notify upon your departure</li> </ul>

### New Working Alone Plan Form link:

<https://usaskca1.sharepoint.com/sites/srdl/Shared%20Documents/Forms/Emergency%20Preparedness.aspx?id=%2Fsites%2Fsrld%2FShared%20Documents%2FOHS%20%2D%20Template%20%2D%20Working%20Alone%20or%20After%20Hours%2Epdf&parent=%2Fsites%2Fsrld%2FShared%20Documents>

Job Activities	Related Hazards	Hazard Controls & SOPs
<b>CLINICAL &amp; LABORATORY ACTIVITIES</b>		
<b>2. Generally:</b>		
<ul style="list-style-type: none"> <li>• Working in a laboratory</li> </ul>	<ul style="list-style-type: none"> <li>• Untrained personnel or students present a hazard to themselves and others</li> <li>• Working without proper emergency preparedness is hazardous</li> <li>• Repetitive activities</li> <li>• Awkward postures</li> </ul>	<ul style="list-style-type: none"> <li>• Ensure you are trained and oriented to the work you are expected to perform</li> <li>• Always be trained and use written SOPs for all laboratory activities</li> <li>• Know emergency response and shut down procedures for all lab equipment and areas-be aware of where electrical power shut down control is</li> <li>• Follow all locally posted lab rules</li> </ul>
<b>3. Fire Safety :</b>		
		<ul style="list-style-type: none"> <li>• Be aware of and follow instructions found on the Emergency Evacuation and Response poster</li> <li>• Complete the online fire extinguisher training course through PAWS: <a href="https://usask.ca-central.catalog.canvaslms.com/browse/safety/courses/fire-extinguisher-training">https://usask.ca-central.catalog.canvaslms.com/browse/safety/courses/fire-extinguisher-training</a></li> </ul>

Job Activities	Related Hazards	Hazard Controls & SOPs
<b>1. General</b>		
General	<b>Inadequate Training</b>	<ul style="list-style-type: none"> <li>- Before performing duties within the lab ensure orientation to the lab has occurred, any necessary proper training has been received and worker is familiar with safe work procedures</li> <li>Wear closed toe shoes at all times</li> </ul>
Cooking	<b>Burns</b>	<ul style="list-style-type: none"> <li>- Do not wear loose clothing and do not reach overtop of an open flame</li> <li>- Wear a non-combustible apron or uniform</li> <li>- Keep all combustible and flammable materials stored away from the stove burners at all time</li> <li>- Water mixed with oil will cause splattering and burns; if adding frozen food to a pot or pan containing oil, knock off any excessive ice and keep a distance between the yourself and the pot or pan</li> <li>- Never add freshly washed food or utensils to hot oil as it may cause splatter and burns</li> <li>- Use long-handled utensils to prevent contact with flames</li> <li>- Don't leave the stove unattended for extended periods of time</li> </ul>
<b>2. Cleaning:</b>		
Cleaning Equipment	<p><b>Electrocution</b> <b>Serious Injury contacting moving components</b></p> <p><b>Burns</b></p>	<ul style="list-style-type: none"> <li>- Always ensure that the equipment is turned off, the power source is disconnected and tagged-out (using signage on equipment to let others know that the machine is temporarily unavailable due to cleaning and not to turn it back on)</li> <li>- Before cleaning equipment or work areas, ensure that equipment (stoves, ovens) are turned off and have had sufficient time to cool down</li> </ul>
Cleaning	<b>Improperly Cleaned or Maintained Equipment/Work Area</b>	- Adhere to the cleaning protocols outlined on poster in lab to ensure that all equipment and work areas are adequately cleaned and maintained
Stainless steel work surfaces	<b>Improperly cleaned or sanitized</b>	<ul style="list-style-type: none"> <li>-Sanitize work surfaces according to <b>FoodSafe</b> protocols <b>before</b> starting food preparation</li> <li>-Clean as you go with soap and warm water</li> <li>-Ensure all stainless steel work surfaces (including inside sinks) are cleaned and dried after use</li> <li>-Lift- don't drag pots and other dishware across stainless steel surfaces</li> </ul>
<b>3. General Kitchen Duties:</b>		
Lifting (Freezer, Storeroom, From/Onto Cart, moving pots and other cooking equipment)	<b>Muscle Strain/Injury</b>	<ul style="list-style-type: none"> <li>- Always bend using knees</li> <li>- Use a cart to load and transport items when necessary</li> <li>- <b>Do not use Rags to hold hot items</b></li> </ul>
Hygiene		Refer to hygiene standards outlined in your food safety training
Food Preparation	<b>Food safety</b>	Receive certification for Basic Food safety and follow all <b>FoodSafe</b> procedures
Working with specific kitchen equipment	<b>Various</b>	- Refer to each specific JSA/SOP regarding safe work procedures regarding the activity performed or the piece of equipment used

Job Activities	Related Hazards	Hazard Controls & SOPs
<b>4. Knife Use:</b>		
General	<b>Inadequate Training</b>	- Before using a knife, ensure proper training has been received and operator is familiar with safe work procedures
Using a Knife	<b>Injury due to improper use</b>	- Attend knife safety training and follow the knife safety procedures outlined in the training course and provided in this document - Always use the right type of knife for the type of job, as defined by training - Discuss with a supervisor if you are unsure about the type of knife to use or safe knife practices - Never use a knife for anything other than cutting (i.e. never use a knife to open a can) - Always hold the knife firmly by the handle, and only the handle; never handle a knife by the blade - Always cut applying even pressure - Cut away from your body - Always maintain the point of the knife on the chopping block while cutting - Knife handles should always remain clean and free from grease
	<b>Injury due to sharpness and sharpening</b>	- Always maintain an adequately sharp knife to do the required task (a dull knife is more hazardous because it requires extra force to use it thereby increasing exertion and probability of slipping) - Refer to <i>Sharpening Knife</i> below
	<b>Injury due to surroundings</b>	- Ensure that there is plenty of room to work while cutting - Ensure that you are out of the way of traffic such as carts and people walking before cutting
	<b>Injury due to improper set-up of cutting surface</b>	- Always use a proper cutting board or block that provides a flat, secure and firm cutting surface - Keep the cutting surface smooth, clean and free of unneeded items - To prevent the cutting block from moving, place it on top of damp napkins if necessary while ensuring cutting surface still remains level
Transporting Knife	<b>Injury from storing or transporting knife</b>	- Never try to catch a falling knife (get all body parts out of the way of the knife) - Always ensure knives are stored in their proper location and remain in plain view (never store a knife under a towel or in a soapy water-filled sink) - Always transport a knife with the point facing downwards
Cleaning Knife	<b>Injury from cleaning knife</b>	- Never wipe or clean a knife using your apron or uniform - Always wipe the knife in a direction away from sharp edges - Clean knife using cloth and soap and water or wipe using a cloth and then use sanitizer and rinse
Sharpening Knife	<b>Cuts Various Other Injuries</b>	- Receive knife sharpening training from a competent trainer for the correct procedures and methods - Always discuss with a supervisor if you are unsure of correct sharpening procedures
Cutting Board Use	<b>Not clean</b>	Use clean cutting boards Wash regularly and air dry vertically
<b>5. Mixers:</b>		
General	<b>Inadequate Training</b>	- Before operating the mixer, ensure proper training has been received and operator is familiar with safe work procedures
Operation/Mixing	<b>Pinch/Crush Point</b>	- Ensure guard safety switch is working; the mixer is designed to only operated while guard is in place - Never reach into the mixer while it is operating - Where applicable, ensure bowl locking safety design is functional - Ensure all hair is kept back using a hair net or other restraint
	<b>Hair/Loose Clothing</b>	

Job Activities	Related Hazards	Hazard Controls & SOPs
		- Do not wear loose-fitted clothing that has the potential of being caught in the mixer
Clearing Plugged Mixer	<b>Pinch/Crush Point</b>	- Care should be taken to avoid dropping tools, such as spatulas, measuring cups or other items into the bowl - If the mixer becomes jammed, never attempt to unclog the mixer without disconnecting and tagging out the power source
Scraping Bowl/Mixer	<b>Pinch/Crush Point</b> <b>Flying Projectiles</b>	- Never attempt to scrape the sides of the bowl while the mixer is running; always switch off the power, lower the bowl and disconnect the mixer arm before scraping - Ensure power to the mixer is disconnected and tagged out before removing dough or other material stuck to the mixer
Maintenance	<b>Various</b>	- Before performing any maintenance on the mixer, always disconnect the power and tag out the equipment and contact a supervisor for safe work procedures
Cleaning	<b>Chemical Exposure</b>	- Review <i>Cleaning JSA</i> for detailed safe work procedures for all chemical cleaning procedures
<b>6. Ovens:</b>		
General	<b>Inadequate Training</b>	- Before operating any oven, watch training video available on Food lab website and follow safe work procedures  -Refer to posted SOP
Operation	<b>Burns</b>  <b>Trips</b>	- Always use oven mitts or other hand protection when handling hot items out of the oven - Never leave drop down oven doors unattended with the door down
<b>7. InSinkErator:</b>		
Operation	<b>Injury</b>	-Before operating InSinkErator (garburator) watch training video available on Food lab website and follow safe work procedures Never put your hand or a utensil past the black rubber stopper -When hands are clear of black rubber stopper, then turn on InSinkErator to grind up food waste - Ensure only food waste goes down the InSinkErator -Refer to Posted SOP
<b>8. Steam Kettles:</b>		
General	<b>Inadequate Training</b>	- Before performing soup making duties, ensure proper training has been received and worker is familiar with safe work procedures
Turn On Steam Jacket Kettle	<b>Burns</b>	- Once Steam Jacket Kettle has been turned on, do not touch the kettle
Add Water	<b>Slips</b>	- If any water is discharged outside of the catchment onto the floor, ensure that it is mopped up right away to prevent slips
Load Meat, Vegetables, Soup Base, etc. From Freezer	<b>Various</b>	- Refer to <i>General Kitchen Duties JSA</i> for safe work procedures
Add Vegetables, Herbs, Meat, etc.	<b>Cuts</b>	-Review <i>Knife Use JSA</i> for proper knife use techniques and procedures
Stir/Whisk Soup	<b>Splashes/Burns</b>  <b>Muscle Strain/ Repetitive Motion</b>	- Wear long-sleeved clothing if necessary - Maintain a safe distance between exposed skin and hot soup - Wear gloves to protect hands if necessary  - Alternate direction of stirring/whisking routinely and break up periods of stirring/whisking with other tasks
Monitor Soup	<b>Spills</b> <b>Burns</b>	- Adjust and monitor the temperature periodically to ensure that the soup does not boil over

Job Activities	Related Hazards	Hazard Controls & SOPs
		- If soup does boil over onto the floor, ensure that it is cleaned up immediately
Fill Soup Erns & Buffett Pails	<b>Lifting/Bending Muscle Strain</b>  <b>Spills</b>  <b>Burns</b>	- Attend lift training and follow safe lifting techniques - If filling soup ern manually, use a manageable sized pail and a cart to minimize lifting and bending when appropriate  - Use the tap at the bottom of the kettle when possible (used for thin soups) to fill ern - Use a pot or pail to transfer soup to erns when it is not possible to use the tap on the kettle - If using a pail to transport soup, fill pail with soup to an appropriate level to minimize transfer weight - Go slow and minimize exposed skin by wearing gloves, long sleeves, pants and appropriate footwear when appropriate
Move Erns	<b>Bending/Muscle Strain</b>	- Use a cart for transport where appropriate - Drag or push the erns across the floor to move into the location for the delivery driver
Clean Steam Jacket Kettle	<b>Muscle Strain</b>	- Use proper lifting and bending techniques as identified through training
Cleaning	<b>Chemical Exposure</b>	- Review <i>Cleaning JSA</i> for detailed safe work procedures for all chemical cleaning procedures

## 9. Combi-Ovens:

General	<b>Inadequate Training</b>	- Before using the combi-oven, ensure proper training has been received and operator is familiar with safe work procedures
Turn On	<b>Burns</b>	- Ensure the door is closed before turning the oven on (do not assume that the oven will not operate with the door open)
Operation	<b>Burns/Scalds</b>	- Always turn the oven off before opening the door - After turning the oven off, open the door slowly and only slightly to allow steam to escape before removing items - Stand well to the left of the combi-oven keeping the door between yourself and the open oven area as a barrier - Always wear mitts when removing items from oven - Using mitts, wipe any excess hot water sitting on top of containers to prevent burns - Always keep a distance between yourself and the oven while oven is in operation to prevent burns and scalds from any escaping/leaking steam - Before opening the door to the oven after shutting it off, ensure that there is no one currently in or approaching the projected path of the steam - When using multiple ovens, always open the top oven first followed by the bottom oven to prevent burns from rising steam

## 10. Electric Stove Top:

General	<b>Inadequate Training Burns</b>	- Before operating the stove top, watch training video on Food lab website and follow safe work procedures Refer to posted SOP
Pots and Pans	<b>Burns, Scalds, Spills</b>	- Never leave a pot or pan on a stove with the handle sticking out over the edge; the handles should always be placed sideways and parallel to the front-edge of the range - Never leave utensils in a pot or a frying pan as they will get too hot to safely use and will cause burns to hands - Always use mitts when handling hot materials - Always handle pots and pans by handles; never handle by the base - Move hot pots and pans slowly as they will typically contain hot liquids that may burn and scald - Do not fill a pot more than three-quarters of the way full with liquid as this will lead to more spills and potential burns

Job Activities	Related Hazards	Hazard Controls & SOPs
Cooking	Burns	<ul style="list-style-type: none"> <li>- Lift lids by opening away from body to prevent steam scalding</li> <li>- Do not wear loose clothing and do not reach over-top of an open flame</li> <li>- Wear a non-combustible apron or uniform</li> <li>- Keep all combustible and flammable materials stored away from the stove burners at all time</li> <li>- Water mixed with oil will cause splattering and burns; if adding frozen food to a pot or pan containing oil, knock off any excessive ice and keep a distance between the yourself and the pot or pan</li> <li>- Never add freshly washed food or utensils to hot oil as it may cause splatter and burns</li> </ul>
<b>11. Hobart Dishwasher</b>		
Operation	Burns, scalds	<ul style="list-style-type: none"> <li>-Before operating dishwasher, watch training video on Food lab website and follow all safe work procedures</li> <li>-Turn off power (red button) on display panel before opening dishwasher doors to retrieve objects that have caused an obstruction in the rack movement</li> <li>-Wear protective gloves to remove hot dish racks from clean end of machine</li> <li>-Refer to posted SOP</li> </ul>
Operation	slips	<ul style="list-style-type: none"> <li>-Clean up excess water from dishwasher that runs on floor due to opening dishwasher doors or moving clean racks from dishwasher to other areas of dish room</li> </ul>
<b>12. Ice Machine</b>		
	slips	<ul style="list-style-type: none"> <li>-Be aware of and clean up any water on floor (will add to this one)</li> </ul>
<b>13. Cold Storage Facilities</b>		
General: Walk in Cooler/Freezer Glass Door Refrigerator -80 Freezer	Slips Food safety	<ul style="list-style-type: none"> <li>-Watch training video available on Food lab website and follow safe work procedures</li> <li>-Be aware of and clean up any spills</li> <li>-Monitor temperature of refrigeration unit to ensure range is within food safety requirements</li> <li>-Ensure doors are completely closed</li> <li>-Ensure all product is labelled stating product name, contact name and contact information</li> <li>-Refer to posted SOP</li> </ul>

**USask Facilities Maintenance Requirement:**

The Area (Equipment) Release Form ensures maintenance workers are protected against unknown hazards which may be present in labs.

This form allows occupants to properly inspect and control workplace hazards before external workers arrive to work in unfamiliar spaces. This form obliges occupants to properly identify and control workplace hazards before external workers arrive to conduct their work in unfamiliar spaces.

Once the form is completed please tape it to the wall or equipment where maintenance work is required.

This form is available here: <https://jira.usask.ca/servicedesk/customer/kb/view/1943627574?q=Equipment+Release+Form>

## Appendix 1: Working Alone

The Saskatchewan Occupational Health and Safety Regulation have a specific section on Working Alone: **Section 35(1) Working alone or at isolated place of employment.**

This is the new link to the USask Working Alone Policy:

<https://policies.usask.ca/policies/health-safety-and-environment/working-alone.php>

The U of s Working Alone Plan form is available here:

<https://usaskca1.sharepoint.com/sites/srdl/Shared%20Documents/Forms/Emergency%20Preparedness.aspx?id=%2Fsites%2Fsrdl%2FShared%20Documents%2FOHS%20%2D%20Template%20%2D%20Working%20Alone%20or%20After%20Hours%2Epdf&parent=%2Fsites%2Fsrdl%2FShared%20Documents>

The following information is from the CCOHS website:

<http://www.ccohs.ca/oshanswers/hsprograms/workingalone.html?print>

### What is an example of a check-in procedure?

It is important that a check-in procedure be in place. A verbal check-in may be adequate, or a visual check may be required. Make sure your plan is appropriate for both regular business hours as well as after main office hours.

For most lone workers, the telephone will be the main source of contact. If you work at a desk or station, have a telephone close by. If you are away from a main office or work station, the use of a cell phone is very helpful. If a cell phone is unreliable in your area, be sure to have alternative methods of communication available (such as use of public telephones, site visits or satellite technology).

When travelling out of the office, the main contact person should know the following details:

- Complete the Authorized Driver form,
- Destination,
- Estimated time of arrival,
- Return time or date,
- Contact information,
- Mode of travel (public transit, car, plane, etc.)
- Alternate plans in the event of bad weather, traffic problems, etc.

### An example of a check-in procedure is:

- Prepare a daily work plan so it is known where the lone employee will be and when.
- Identify one main person to be the contact at the office, plus a back-up.
- Define under what circumstances the lone employee will check in and how often.
- Stick to the visual check or call-in schedule. You may wish to have a written log of contact.
- Have the contact person call or visit the lone employee periodically to make sure he or she is okay.
- Pick out a code word to be used to identify or confirm that help is needed.
- Develop an emergency action plan to be followed if the lone employee does not check-in when he or she is supposed to.

## Appendix 2: Preventing Slips, Trips and Falls

**Slips** are the most common office accident and are caused by insufficient traction between your footwear and the surface. Causes include:

- Wet or oily surfaces
- Weather hazards such as ice, snow, or frost
- Loose, unanchored rugs or mats
- Flooring or other walking surfaces that have different degrees of traction in some areas
- Obstructed view
- Sloped walking surfaces
- Stairs

**Trips** are caused by your foot colliding with an object, causing you to lose your balance. Causes include:

- Poor visibility
- Clutter in your way
- Wrinkled carpeting
- Uncovered cables
- Bottom file or cupboard drawers not being closed
- Uneven (steps, thresholds) walking surfaces
- Temporarily stored items in walkways

**Falls** can occur from a slip or trip (same level) or can be from a height if the worker is elevated.

**Causes of slips, trips and falls in an office environment include:**

- Standing on furniture to reach an item
- Inappropriate use of ladders or stools (reaching)
- Use of ladder or stool in walkway or doorway if unprotected
- Damaged ladders or stools

**Good housekeeping can go a long way to prevention of slips, trips and falls:**

- Clean all spills immediately or mark spills and wet areas with a hazard sign
- Mop or sweep debris from floors
- Remove obstacles from walkways and always keep them free of clutter
- Secure (tack, tape, etc.) mats, rugs and carpets that do not lay flat
- Always close file cabinet or storage drawers
- Cover cables that cross walkways
- Keep working areas and walkways well lit
- Replace used light bulbs and faulty switches

**Other control measures that can be put in place:**

- Place mats in areas that are commonly wet such as at the inside of an outside entrance
- If using a ladder or stool in a heavily travelled area or by a doorway, put up a barricade (caution tape, pylons)
- Don't run up or down stairs, use handrails on stairs
- Only carry loads you can see over
- Use appropriate right foot wear if travelling outside (between buildings in winter for example)
- Do not overreach when using stools and stepladders
- Use only approved stools and stepladders

## Appendix 3: Disruptive Students

### RESPONDING TO DISRUPTIVE STUDENTS

Adapted from: Center for Teaching, Learning, & Faculty Development at Ferris State University

<http://www.ferris.edu/htmls/academics/center/resources/general/docs/DealingwithDisruptiveStudents.pdf>

- Never attribute to malice what can be attributed to ignorance (V. Ruggiero)—most of the time students are not trying to be malicious and often are not aware that they are being disruptive.
- Less traditional students and students from different cultural backgrounds may exhibit behaviors that were acceptable in high school or at least went uncorrected. They are often surprised that college teachers are bothered by these behaviors.
- See all conflicts as an opportunity to educate the student(s) involved.
- If at all possible, do not deal with any significant issues of disruption or disagreement in front of other students or staff. Dealing with an issue in front of others can cause both the students and the instructor to be affected. You don't need others taking sides. However, be cautious if dealing with an emotional student in an isolated place in case the student's emotions escalate.
- Use **I statements** to address the concern ...this way you own the problem and giving the student an easy opportunity to save face and get back on task. I statements avoid the issuance of consequences. "I would appreciate it if you would ..."
- Stay calm-- at all costs stay calm—if necessary declare a cooling off period.
- Put yourself in the student's shoes—try to see the motivation behind the disruption/problem/ issue.
- Listen carefully—ask clarifying questions that help to define the issue. "I want to make certain that I understand what you are saying; is this what you mean"
- Think win-win. Ask the students how they would resolve the issue—this will give them some ownership. Also ask how they would handle the situation if they were the instructor.
- Make certain that your position is clearly defensible.
- Avoid the introduction of side issues. Keep bringing the student back to the issue at hand. Other issues can be dealt with at another time.
- Write down the issue/concern/problem.
- Write down the solution/agreement.
- Be as consistent as you can in how you handle each individual occurrence. This includes how you handle even small disruptions in class. Students really take note of inconsistencies.
- Offer the student the option of taking the issue to the next level. Tell him/her who to talk to and where they can find them.
- Keep notes on the conversation(s) that you have with the student. This will help to protect you and make it clear to the students that you want an accurate record of the interaction(s) you have with them.

**TIPS FOR DEALING WITH DISRUPTIVE STUDENTS**

Source: Counseling Services at the University of Missouri at St. Louis.

<http://www.umsl.edu/services/counser/facstaff/disruptivestudents.htm>

- Decide what your limits of acceptable conduct are regarding lateness, sleeping in class, use of cell phones, alarm watches, eating in class, unrelated talking in class, etc.
- Take a preventive approach by setting limits from the beginning. Use your course syllabus to state expectations and "ground rules." Perhaps get students involved in forming group ground rules (but, you retain responsibility for enforcement).
- Be a role model for the behavior you require of your students (e.g., be on time yourself.)
- Deal with disruptive behavior early, before you get angry or feel threatened.
- Familiarize yourself with the student conduct code and the University processes for discipline cases.
- Don't take students' behavior personally. Understand that they are coming into the classroom with their own personal history and issues. Don't let them "hook" you. Don't give them the power to judge you.
- If you need to reprimand a student, speak with the student privately if possible. This will avoid defensiveness and/or "acting out" in response to being shamed in front of their peers.
- Convey your interest and concern to the student. Take a non-defensive stance to try to understand where the student is coming from. Meet with student to discuss the disruptive behavior, but also include discussion of their educational objectives and aspirations.
- When necessary, set specific behavioral expectations for a student and then hold to them.
- Use assertive communication: "I" statements; focus on behavior, not personality; don't use labels; state clear expectations for appropriate behavior.
- Document disruptive behavior for possible future reference. Include name of student, date and time of incident, describe incident in behavioral terms, and use quotes where possible.
- Have a safety plan in case of violent or dangerous behavior. The plan may include dismissing class, contacting campus police, having a code word that signals another to call for help (if you are calling from your office), have an escape route planned, etc.

## Appendix 4: Sustainability

Protecting the environment is an institutional priority and the adoption of recycling activities can significantly reduce the amount of waste burden on the environment.

### Actions that can be taken include:

- **Reduce:**
  - Paper, ink and electricity usage by reducing the amount of Retail. Maintain electronic copies instead of paper
  - Print documents double sided whenever possible
  - Consider upgrading electronic or electrical devices to low consumption units that are Energy-Star® rated
  - Turn off lights and electronic equipment at the end of the day
  - Use copy paper that has recycled content
  - Ride your bike, walk or take public transit to work
  - Car pool to work if possible
  
- **Reuse:**
  - Scrap paper printed on one side can be made into scratch pads
  - Use a travel mug for purchased coffee
  
- **Recycle:**
  - Beverage containers
  - Aluminum cans
  - Bottles made from glass, metal, and plastic.
  - Tetrapaks such as juice boxes
  - Paper in select locations
  - All coffee cups in paper bins
  - Toner cartridges in select locations
  - Batteries and cell phones
  - Use the blue bins by your desk for paper recycling

For all other information on sustainability on campus please consult:

<http://facilities.usask.ca/sustainability/>

## Appendix 5: Manual Material Handling Best Practice and SOP

 <p><b>1 Know your limits</b></p> <p>Don't be a hero: if the load is too heavy, get help!</p>	<p><b>2 Plan the lift before you start</b></p> <p>Can you use a trolley or cart? How will you grip the load? Is there room to move? Is the path clear?</p> 
 <p><b>3 Use mechanical aids whenever possible</b></p> <p>It's much safer to use a trolley or cart than your body.</p>	<p><b>4 Work from a stable base</b></p> <p>Position your feet slightly apart and make sure you're wearing suitable footwear.</p> 
 <p><b>5 Waist height is best</b></p> <p>Lift from waist height, and avoid placing loads above shoulder height.</p>	<p><b>6 Bend your knees, not your back</b></p> <p>Pick up the load by bending at the knees with your head up. Don't bend your back!</p> 
 <p><b>7 Hug the load</b></p> <p>The closer the load is to your body, the less strain on your back.</p>	<p><b>8 Avoid twisting or leaning</b></p> <p>Turn by moving your feet, not by twisting your back or leaning over the load.</p> 
 <p><b>9 Keep your head up</b></p> <p>Make sure you can see over the load when moving, and your route is clear.</p>	<p><b>10 It's much easier and safer to push than pull</b></p> <p>By pushing, you can see where you're going, and use your body weight to apply more force.</p> 

## Training Acknowledgements

SUPERVISOR APPROVES AND AUTHORIZES THIS TRAINING			
<p><b>I, the undersigned:</b></p> <p>(a) Have reviewed this training plan and authorize its use.</p> <p>(b) Will have and use written work-specific procedures and emergency response procedures for any hazardous activities which are part of the work;</p> <p>(c) Will ensure all necessary and/or specialized personal protective equipment (PPE) will be made readily available, and expected to be used by all trained personnel</p>			
Title	Name (printed)	Signature	Date
Supervisor		x	
Dean or Department Head & Principal Investigator	As needed	x	

TRAINING PARTICIPANT ACKNOWLEDGEMENT			
<p><b>I, the undersigned, acknowledge that:</b></p> <p>(a) I am fully informed and trained for the expected duties of my work;</p> <p>(b) I will comply with the established safety and emergency response procedures, completed the USask Driver Authority Form (attached to this plan, as necessary) and I will use all necessary personal protective equipment (PPE) when conducting any hazardous work activities;</p> <p>(c) I am in a satisfactory state of health to safely undertake the work;</p> <p>(d) I know who I am to discuss any questions, suggestions or concerns I have with my supervisor;</p> <p>(e) I will report any new hazards, incidents or injuries to my supervisor immediately.</p>			
Title	Name (printed)	Signature	Date
		x	
		x	
		x	
		x	
		x	
		x	
		x	
		x	